

Summary of the Case
Leeward Community College
Teacher Education Program¹
May 12-14, 2015

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Bobbie Martel and was initially approved by the faculty on September 30, 2014.

Introduction:

Leeward Community College is located on a 49 acre campus near the geographic center of Oahu between Pearl City and Waipahu. The college was founded in 1968 as the first college in the University of Hawaii system to be developed without connection to a pre-existing technical school. The college's guiding principle continues to focus on "innovation" – *a readiness to depart from tradition in order to bring the best of current educational practices to students*. The college provides programs to advance the educational goals of its students in both the liberal arts and career and technical education. As the largest community college in Hawaii, Leeward serves approximately 8000 students representing diverse nationalities and cultures. A central focus of its mission is its special commitment to Native Hawaiians, which make up the largest group of students enrolled in 2014 (26.7%).

Leeward's commitment to serving its students as well as the larger community has led to a diversity of courses, degree and certificate programs, and training opportunities through both traditional and distance education modes of delivery. This focus on community and open access led in 2006 to the development of an Associate in Arts Teaching Degree (AAT), designed to provide a career ladder for highly qualified para-educators or as a transfer degree to four-year institutions for future classroom teachers. In 2010, in response to a statewide need for Career and Technical Education (CTE) teachers throughout Hawaii, Leeward submitted a proposal to the state of Hawaii to prepare candidates through an alternative, accelerated program to serve secondary educators. The program, approved in 2012, was designed to provide access state-wide with instruction delivered via distance education.

The Alternative CTE program is housed within the AAT program and is administered by its Coordinator; four full-time faculty as well as 3 adjuncts provide instruction and supervision. The program is aligned with the Hawaii performance standards for teachers (HTSB standards), with instruction and ongoing assessment focusing on theory and practice integrated across all courses. In 2013-2014, 4 students completed and 16 students were enrolled in the program. Table 1 provides recent demographic information on participants.

Table 1
Leeward Community College

Option Name	Level	Number of completers in previous academic year (2013-2014)	Number of students enrolled in current academic year (2014-2015)
Career and Technical Education	Undergraduate	0	2
	Post-Baccalaureate	4	29

Program claims:

- Claim 1.** Candidates' competence is demonstrated by meeting the proficient level with the Hawaii Teaching Standards Board (HTSB) standards 1-8. (QP1.1, QP1.2)
- Claim 2.** Candidates' caring is demonstrated by meeting the proficient level with HTSB standard 9. (QP1.3)
- Claim 3.** Candidates' ability to collaborate is demonstrated by meeting the proficient level with HTSB standard 10. (QP1.3, QP1.4.2)

Evidence supporting the claims:

Alternative Subject Matter Measures (Claim 1)

Three alternative measures depending on background of the candidate are used to document adequate subject matter knowledge: state of HI requirements for industry-based experience and/or certifications, GPA in content area coursework, or a passing score on the Praxis II area test.

Cooperating Teacher and Supervisor Ratings (Claims 1-3)

During an initial practicum and student teaching (ED 295 A and B), cooperating teachers and university supervisors complete ratings on the CTE Assessment Form, a 4-point rating scale aligned with the 9 HTSB standards. Data will be reported separately for supervisors and cooperating teachers, summarized by individual items aligned with claims. A summative score for each standard will be calculated by reviewing the subarea scores for a specific standard; "proficient" will be defined as a candidate meeting proficiency (rating of "3") on at least 70% of the sub-standards.

Course Based Assignment Ratings (Claim 1)

Faculty aligned the following key course assignments with HTSB standards: Case Study (contextual analysis, unit and lesson plans, and lesson accommodations), Classroom Management Plan/Discipline Plan/Safety Contract, Classroom Management Floor Plan, and Group Project on place based learning. Utilizing the CTE Assessment Form, instructors evaluate an assignment utilizing the same 1-4 scale used by cooperating teachers and supervisors.

Portfolio Reflection Ratings (Claims 2-3)

Faculty assess the rationales/reflections in candidates' practicum portfolios using the 4 point scale on the CTE Assessment Form.

Reliability and Validity of Measures

Faculty aligned the CTE Assessment Form, program outcomes, student assignments, and course content with the HTSB standards to ensure validity of measures. The program provides training on using the CTE Assessment Form for supervisors and cooperating teachers, and the program plans to correlate the ratings of the cooperating teachers and college supervisors to evaluate inter-rater reliability.

Internal audit: Faculty performed an audit of their Quality Control System by reviewing targets related to quality of curriculum (review of course syllabi to assess alignment with standards), faculty (recruitment and orientation), candidate policies (admission, program monitoring, and program completion criteria for the four May 2014 program completers), and program support (funding). Faculty identified suggestions for improvement in all four areas (e.g., some data were not available for all students; plans need to be completed with the administration to institutionalize the CTE program). For all of these targets, the faculty found the quality control system to be working as designed.

Plans for program improvement: Based on their self-study, the faculty has formulated a number of areas for improvement, some of which they have already begun to implement:

1. *Strengthening program content.* Key assignments have been redesigned to better align with program standards (e.g., the Case Study and Classroom Management Plan); content preparing candidates to meet the needs of diverse learners has been strengthened with the addition of the A'o Kumu course into ED 284.
2. *Refinement of the CTE Candidate Assessment Form.* The program is conducting a pilot study to analyze the validity and reliability of the tool in summer 2015 based on 2014-2015 candidate data.
3. *Improving the assessment of teaching skill.* The program will implement the pre-professional assessment portfolio developed by edTPA by July 1, 2016, requiring revisions to its current portfolio.

Statement regarding commitment and capacity:

The faculty concluded that Leeward Community College is committed to the Alternative CTE Program and that there is sufficient capacity to offer a quality program.

¹ Leeward Community College offers a program leading to certification in Career and Technical Education. The state of Hawaii, at its discretion, offers licensure to program completers in this area.